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ABSTRACT

The report summarizes testimony of more than 90 individuals and organizations involved with women's affairs and educatior before the National Advisory Council on Women's Educational Progress. In the Council's linking role between Federal education agencies and the public, it encourages participation through testimony at regional public hearings and through written response. The six Council questions discussed in the report deal with Federal legislation, HEW encouragement of equity in state and local education agencies, directions for research and data dissemination, personnel and materials development, specific age groups and types of education, and special needs of minority women. Responses to these questions suggest three major areas of recommendation. First, teachers, counselors, and administrators should be trained to develop attitudes of equality. Educational personnel should also have skills and materials to implement these attitudes. Seccnd, service to women with special problems such as inferior educational background, low status employment, and low self-esteem should be designated a priority area. Third, the Federal gcvernment should undertake the responsibility of formulating equity policies and of backing these policies with sound programs and rigorous enforcement. A list of respondents to the Council inquiry is presented in the appendix. (Author/DB)

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TOWARD EDUCATIONAL EQUITY:

A Report of Findings From Outreach Activities of

The National Advisory Council On Women's Educational Programs

During 1976

SP 010 262

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Preface

In 1974, Congress passed the Women's Educational Equity Act, in recognition of the fact that educational services and benefits available to women and girls in this country were still far from equal to those available to men and boys.

One of the provisions of the Act was the establishment of the National Advisory Council on Women's Educational Programs. Seventeen of the twenty members of the Council are representatives of the public who are individually appointed by the President. There are also three Council members who serve in ex-officio capacities: the Director of the Women's Bureau of the Department of Labor; the Director of the Women's Action Program of the Department of Health, Education and Welfare and the Chair of the U.S. Civil Rights Commission.

The Council's general directive is to advise the Assistant Secretary for Education and the Commissioner of Education with respect to broad issues of educational equity for women and girls. More specifically, the Council is mandated by Congress to fulfill these six functions:

* to advise the Commissioner of Education on the administration of the Women's Educational Equity Act, including recommendations about program priorities and the allocation and geographic distribution of funds;

* to evaluate the programs and projects assisted under the Act;

* to advise the Assistant Secretary for Education, with respect to the attainment of educational equity for women and girls;

* to make recommendations based on the Commissioner of Education's national review of sex discrimination in education;

* to report to the President and Congress;

* to disseminate information concerning Council activities.

Introduction

To fulfill its advisory role, the Council must function as an effective communications link between various Federal education agencies and the interested public. Accordingly, the Council has regularly sought the opinions of large numbers of groups and individuals involved with women's affairs and education, in both the public and the private sector. Some comments have been solicited through letters inviting the suggestions of particular organizations; the Council has also held several public hearings in locations outside of Washington, in order to give interested individuals and groups a chance to share their concerns.

This report is a summary of the findings from the two kinds of outreach activities described above. Specifically, it involves the ideas and suggestions of more than 90 individuals and organizations, about half of whom gave testimony at three public hearings and half of whom responded to the Council in writing. The report is not intended in any way as a comprehensive or nationally representative view of public opinion on educational equity, but rather as a reflection of the ideas of those who chose to write or testify. (The Appendix contains a listing of all individuals and organizations involved.)

The public hearings were held in Albuquerque, San Francisco, and Detroit. Those cities were selected because they provided a broad cross section of testimony, and also because the Council had specific interest in each one. Albuquerque, for example, provided an opportunity to hear from rural women and from Native American women; San Francisco was attractive because of a richness of projects approaching educational equity from both a feminist and a multi-cultural perspective; and Detroit gave the Council a chance to focus on the concerns of urban, ethnic and labor union/working class women.

Overall, the range of organizations and individuals involved in both written response and in the hearings was unusually broad. The Council heard from people representing both consumer groups and suppliers, from city and county public schools; community colleges, and other public and private institutions of higher education; state departments of education; Federal programs and agencies ranging from the Bureau of Indian Affairs to the Home Economics Extension Service; professional organizations, advocacy groups, associations

and other organizations serving women; municipal government; and numerous other publicly and privately funded services in the areas of women's development, education, and career support.

The specific questions posed by the Council to the respondents were these:

1. What changes are required in Federal legislation, regulations or practices to promote educational equity for women?

2. How might HEW officials encourage the achievement of educational equity in state and local education agencies?

3. Should there be more demonstration projects, further research studies, or wider dissemination of data and information?

4. Are new approaches needed in personnel training or in the development of non-sexist, non-racist teaching and counseling materials?

5. Should particular attention be given to certain age groups, geographical areas, or levels or types of education (e.g. elementary, vocational, or physical)?

6. What special attention is required to meet the needs of minority women?

Responses to this inquiry have produced a wealth of information, which when looked at as a whole, falls into three major areas of recommendation:

First, there is great concern for <u>personnel training and materials development</u>. Respondents articulated strongly the need to provide people, throughout the educational system, with the tools, the skills, and -- most importantly -- the attitudes required to serve women and girls in an equitable way. They called for extensive work in training and materials development in relation both to counseling (vocational and academic) and to teaching and administration.

Second, <u>service to women with special needs</u> is a clear priority area. Virtually all respondents agreed that the many categories of women who face multiple discrimination need equity programs even more acutely than does the rest

of the female population. Such women face sex discrimination; they also face, according to their particular situations, the additional discrimination of age, race, ethnicity, class or geographic origin.

Third, the question of Federal policies, programs and practices is one which weaves through all of the responses. Respondents did not in any way preface all their comments with "the government should provide..." or "the government should require...." But they did reflect a strong sense of both the role and the responsibility of the Federal government to formulate equity policies, and then to back them up with tough enforcement practices and sound programs.

Materials Development and Training

Two key issues for the Advisory Council respondents were materials development and training. Both are issues which have major implications for many areas critical to educational equity -- the development of textbooks and curricular materials in general; the quality of counseling that is available to women students, in both academic and career areas; the kind of vocational programming that exists; and the development of teaching and administrative staffs that are free from sex-bias.

Materials

"Materials development" encompasses more than one area. Textbooks and curriculum were the major concern of respondents, but guidance and training materials were also mentioned frequently.

These specific points were made to the Council:

> Sexism in materials, both latent and obvious, is pervasive at all levels of education and in all types of educational systems. It pertains to family roles, career roles, leadership competencies, academic strengths, etc. One respondent, who had conducted a highly regarded study on sexism in elementary school textbooks, presented a large number of findings of which the following are only typical: male children outnumber female children in all textbooks by more than 2:1; when boys and girls are shown together, boys perform activities while girls watch; in mathematics textbooks, girls in math problems are paid less than boys for the same work.
>
> Alternate, non-sexist materials are not readily available, and when available, are often costly. Cost factors are believed to be especially applicable with regard to films and multi-media materials. There is also recognition of the impracticality, in cost terms, of calling for the immediate removal and replacement of all sex-biased materials in a school or school system.

There is still a low level of awareness of sexism in materials, by students, by educators, and by the general public. This lack of awareness contributes directly to the low priority which many educational administrators attach to efforts to overcome sex-bias in those same materials.

Opportunities for training in the development and non-sexist use of materials are limited.

Resolution of the problems related to sexism in materials is greatly impeded by the exclusion of textbooks from Title IX regulations.

Respondents did, however, point to several areas where progress is being made, and to several specific programs or projects exemplifying that progress.

They saw increased development of non-sexist bibliographies, of children's books (not necessarily textbooks), of teacher training materials, and of evaluative instruments for assessing sex-bias in educational materials. One organization, for example, "Change for Children," has put together a packet of materials and also a resource library to be used as part of a teacher/community program in sex-role stereotyping and its effects. The materials are also used directly with children in the classroom.

Respondents also reported a number of women's groups outside the educational system (e.g. local chapters of the National Organization for Women) which have successfully influenced both publishers and school systems to improve sex-biased materials. In many cases they have brought direct economic pressure on publishers by encouraging school systems to refuse to buy materials that are sexist in approach or content. Another project described to the Council, the "Kalamazoo Textbook Project," developed a manual for balancing out the number of males and females in textbooks. This manual was used as the basis for discussion with publishers, and some changes were made.

Participants also reported increasing awareness of sex-role and sex-stereotyping issues. They cited many women's awareness, career awareness, and women's studies courses -- often offered at and below the secondary level. Some of these, for

example a program called "Exclusion" offered by the Berkeley. Unified Public Schools, attempted to deal with both sexism and racism through the use of multi-ethnic and feminist materials. Respondents also felt that there was increasing awareness that even sexist materials could be used -- in creative and definitely non-sexist ways -- to help make students and adult personnel aware of sex-bias in material.

With respect to guidance materials, respondents were not as optimistic in spite of the fact that career aptitude and other guidance tests are covered by Title IX provisions and textbooks are not. There is still a concern for bias in tests, and still a feeling that, even if technical bias is eliminated, few skill and aptitude assessment instruments exist which really work to channel girls into non-traditional areas and pursuits.

Training

Concerns here related to the training of teachers, guidance personnel and other administrators.

Guidance Many comments were directed specifically to the question of guidance, but there was little feeling that guidance issues could be resolved by efforts to train guidance counselors exclusively. Rather there was strong recognition that the work that guidance counselors do formally, to help assess skills and plan courses of study, is also work that teachers and administrators do informally -- so that all must be reached.

Respondents indicated that there is still great need for counselors to receive training in women's role in society, in sex-role stereotyping, and in the basic need for sex-equality in counseling. Because few states require such courses for certification, few counselors take them. One respondent, the director of a State Commission on the Status of Women, observed that many counselors are still dealing with girls "as though all of them will marry and live forever in white picket fence suburbia."

Counselors were also felt to require much more specific training to prepare them to advise girls about preparation for areas of study and career fields that represent genuine openings for women. It is generally agreed that women -- up and down

the economic scale -- are clustered in relatively low pay/low status jobs. Counselors need to know what these job areas are, and conversely, what the job areas are that have genuine promise for both employment opportunity and financial reward. They need to know how to recognize talent in the academic areas and trade skills that will lead to those opportunities, and they need to know what preparation girls must have -- in science, math and computer technology, for example, or in apprenticeship in the skilled trades.

Another area of need related to non-biased interpretation of test scores and other skill and aptitude assessments. Respondents noted that girls and boys are often tracked by sex and not by skill, regardless of their test scores. Thus the boys pursue the status occupation and the girls the secondary occupational roles in the same area (e.g. doctor and medical technician).

Finally, participants cited the need for those in guidance roles to receive training in what is often called "intervention." They reiterated what is commonly known: that while elementary school girls do better than boys in almost all subject areas and notably better in math, advanced classes in math and science at the secondary level are overwhelmingly male. (In one college mentioned, more than half the entering men had four years of math; only five percent of entering women did. And yet four years of high school math is often a minimum entry requirement for such college concentrations as engineering and economics.) There was strong feeling among respondents that a variety of factors work to "program" women students out of such areas as math (teacher expectation -- or lack thereof -- with regard to aptitude; peer pressure; lack of role models; sexist conditioning from the earliest days of school, etc.). Guidance counselors, it was felt, must share with teachers and curriculum planners the responsibility for creative intervention in this program pattern.

Training for Teachers and Administrators In general, teachers and other educators as a group were not regarded by the respondents as sensitive to sexist practices, materials and attitudes. In particular, these concerns surfaced:

> There are virtually no states in which courses on women or on non-sexist teaching practices are required for

the graduation and/or certification of teachers and administrators. In California, a bill has been introduced which would require course work during teacher training on the role of women in society, but the bill is not yet law.* Other programs do exist (a non-sexist, multi-cultural program at the University of Michigan was cited) but are not compulsory and often reach only prospective teachers and not prospective administrators. It is vitally important that such programs be developed, and that they be introduced in such a way as to touch all education students, male and female, rather than just those (mostly female) students already most sensitive to women's issues.

There is a parallel need for greatly expanded programs to provide in-service training to those already in the school systems. Many respondents commented in this area. One idea was that administrators in State Departments of Education needed more work in Title IX and sex-role stereotyping issues, to improve their own performance and help them in turn to provide aid -- in the form of workshops, support teams and consultants -- to local school systems. Such in-service training must deal with both affective and cognitive areas, and must be extended enough in duration to allow time for "unlearning" as well as learning.

Respondents did not reflect much encouragement about the numbers of innovative new projects being developed to bring about the sex-fair training of guidance counselors, teachers and administrators.

A few projects were cited however:

* "Change for Children," mentioned above in connection with materials development, which works to provide a support system for teachers and community members in the area of sexism. Workshops and seminars are offered, drawing on materials developed by the group, to help teachers become more aware of their own behavior in the classroom with regard to sex-role stereotyping.

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* In May 1977 the Oregon Assembly passed such a law, including a requirement for in-service training for current personnel.

* "Project Advance," funded by HEW under Title IV of the Civil Rights Act of 1964 and directed by the University of San Francisco, which attempts to reach those in decision-making positions in fourteen area school districts. The goal is to raise awareness of sexism and discriminatory practices.

* "SEGO" (Sex Equality in Guidance Opportunities) under the American Personnel and Guidance Association, which has attempted a wide-scale program to train trainers in each state in non-sexist counseling. Launched before effective Title IX implementation, the project is generally conceded not to have met its potential impact, but the notion of training trainers in non-sexist counseling remains an important one.

Women with Special Needs

The educational system in America has traditionally been the way for groups and individuals "on the way up" to open doors to greater opportunity and a greater share in the benefits of American life.

But as the passage of the Women's Educational Equity Act makes clear, it is now recognized that virtually all women have special needs which must be met before the educational system can be considered equitable in the way it opens doors for them. It is also recognized that women in certain categories -- categories whose representatives tend to be clustered at the lower status end of the education and employment continuum -- have especially severe needs.

During its inquiry the Advisory Council made a particular effort to hear from representatives of women in those "special need" categories. The primary groups involved were: 1) minority women, including principally Blacks, Latinas, Asian Americans and Native Americans; 2) working class, blue collar or labor union women; 3) rural women; and 4) older women, including in particular those older women seeking to enter or re-enter either the educational system or the labor force. (The four categories are obviously not discrete -- one could clearly be an older, minority woman living in a rural area, for example.)

The problems cited by representatives of these groups were in many ways the same as those expressed by other participants in the Council inquiry. And yet the needs were, in almost every case, more acute -- because they were the needs of women who have, in general, lower self-esteem, less optimism, greater financial deprivation, less familiarity and involvement with the educational system, and more sharply defined cultural patterns (which are sometimes more restrictive for women than is true of American society in general).

Before examining the needs in any detail it is important to emphasize first one point, which was stressed and re-stressed by all respondents: the problems faced by women with special needs are, to a large extent, common to all the groups, but it is not remotely possible to think in terms of common solutions. Rather, programs which attempt to provide solutions must be designed for each group or sub-group, so that

they take into account the particular needs, lifestyles, value systems and cultural heritage which pertain.

Support Systems

Women in virtually every group gave high priority to developing stronger and more responsive counseling and support systems in educational projects and institutions.

Respondents stressed the need for those in support or advisory positions to be able to understand and help overcome the lack of self-confidence and fear of failure which plagues many women returning to the educational system or dealing for the first time with higher education. There was also concern that such individuals be able to help returning students balance family, educational and job commitments. Another need was for academic and vocational counseling free from the sex and race stereotyping that keeps many women out of non-traditional jobs and courses of study. Asian women remarked on this in particular, noting that the stereotypes attached to "oriental" women tend to keep them out of jobs requiring either assertiveness or high verbal skills. Also mentioned was the importance of truly understanding the value systems of women in special sub-groups of the population: in the Latina culture and in much of rural America, for example, the sense of family and of women's role in the family is so strong that an unknowing counselor can quickly create conflict by attempting to move women away from family values.

Two related areas of concern under the general category of support systems were also mentioned frequently. One was the need for peer support groups -- whether of older students, union women, rural farm women in an Extension program, or Black female members of the teaching staff at a large university. The other was for role models -- again for both learners and teachers -- in sufficient quantity to give younger women the encouragement, confidence and sense of "rightness of the choice" so important to development.

Institutional Flexibility

Respondents cited a strong need for programs with greater flexibility and capacity for creative adaptation than exist now.

Cost was felt to be the primary area where there must be flexibility. Many women seeking to re-enter the educational system are single heads of households with few financial resources to invest in education; women over 65 constitute the single poorest group in the United States; minority women, in general, are clustered in the lowest paying of all job categories. Respondents urged both cost adjustments, and a freeing up of scholarships funds which are -- whether from public or private institutional sources -- woefully scarce for women beyond the traditional student age.

Flexibility, of both time and location, was also suggested in relation to course offerings. Respondents testified that women with complicated work and family lives were often not able to fit into schedules worked out for traditional "daytime" students, and they also urged the increased offering of courses in shopping centers, mobile units, rural locations, and in plants and other places of employment. Flexibility in the teaching and learning atmosphere was also cited as a need, especially when so many women approach the educational system with fear and suspicion.

Some arrangements for child care were also considered vital.

Program Content

Another area noted for special concern was that of program goals; here respondents highlighted the need for programs that build self-image, develop skills and knowledge for entry into non-traditional fields, keep open options, and meet the women enrolled in them "where they are," in terms of skill levels and attitude.

With respect to building self-image and self-awareness, respondents felt this to be as important for adult women with special needs (for whom the process is often one of re-building) as it is for rural, minority and working class girls still in adolescence.

Another recommendation was that programs must be designed to take into account genuine educational and job market needs of the future. Too many older, minority, rural, and working class women, the respondents said, are counseled, trained or otherwise educated into fields that represent no

forward progress for women, or fields that present limited options to girls and women who particularly need options. Related to this concern for future options was the need, strongly articulated by Black and Latina respondents, to design programs that will keep young minority females in school, and thus help to break the recurring cycle of drop-out and poverty.

The final point here was the need to involve the women who will be served by special programs in the planning of those programs. Respondents thought this to be a vital step, and one too often omitted by both government and educational institutions.

Program Outreach

Respondents indicated that a vigorous and sensitive outreach effort was often as important as a sound program, if an institution genuinely wished to serve women with special needs. Many pointed out that institutions should not expect that client groups will necessarily find, on their own, the programs that are offered. Rather, the institutions must make a special effort to reach women in the target groups and to tell them of their programs and services in a way that relates clearly to the clients' needs. It is also important (and minority participants voiced this particularly) to involve women who will be served by the programs in the outreach as well as in the program planning.

Groups cited as particular targets for outreach work included: rural women, who have been ignored by educational systems and programs and who are further disadvantaged by the remoteness of their living places; working class women, whom the participants saw as having been neglected, while advocates for women in the work force have been far more concerned with the need to train women doctors, lawyers and other professionals; and older women, also ignored by an educational system more used to thinking of the needs of the young.

Turning to the positive side, respondents pointed to several program areas where strong projects do exist which can be adapted and developed by other groups. Programs cited fell into these major areas:

* Mobility programs One program, cited by a respondent from the faculty of the University of Michigan, was designed to increase the mobility of Black women from paraprofessional positions to professional ones. Twenty-one Black women paraprofessionals were given scholarships and other supportive funding to help them obtain teaching certificates, with the idea that the women would then return to their community schools and function as role models in those schools. Another program, involving Asian women, has been developed in California to promote leadership in the Asian community. It works to involve the women who have become leaders in community activities, thus re-investing the skills and education of those who have "made it." A final program mentioned, this one for working class women and sponsored by the Extension Division of Cornell University, involved a two-day conference as the beginning of a program of network building among area women in blue collar, clerical and service occupations.

* Programs for educational entry or re-entry Programs cited in this area were fairly numerous. Three in particular include: the "Program for Seniors," at Wayne County Community College, which encourages educational re-entry for senior citizens by offering free courses (this is, unfortunately, a lone example); the Institute for Lifelong Learning, sponsored by the American Association of Retired Persons/National Retired Teachers Association, which operates a consultant network to serve 37 centers for older persons, all of which offer educational programs; and the Association of Chicanos for College Admission in Detroit, a service of volunteer counselors who help advise young Latino/Latina students in such areas as college admissions and financial aid.

* Programs to expand job horizons Programs here work to acquaint participants in the range of career options they have, and also to provide specific help in becoming job-ready and securing an actual position. One program, called the Latin American Social and Economic Development Project, in Detroit, works with junior and senior high school students in Detroit's southwest Barrio and provides minority

resource people as role models for career and educational exploration. Another, "Getting Yours," offered by the New Mexico Commission on the Status of Women, provides an eight-week course for women who need help with job seeking techniques.

* Programs in women's awareness and cultural awareness Imaginative programs are being offered to aid with the process of building both the self-image and the self-awareness of women with special -- and often multi-faceted -- needs. One program, offered by the Berkeley Unified Public Schools in California, works on both feminist and multi-ethnic perspectives. The program involves a class unit called "Exclusion," offered to minority children who have been considered failures for one reason or another. It focuses on an exploration of the feelings of being excluded for reasons of race, sex, sibling patterns, etc. In Detroit a program was cited which has developed an American Indian Center that functions as an educational and cultural resource center for Detroit's young people of Native American heritage. And also in the Detroit area, Wayne County Community College offers credit courses in self-development for women in a multi-cultural learning environment. The courses aim to serve third world women, as well as other re-entry participants, and are designed specifically to help women who are experiencing their first college exposure and need to build self-confidence.

* Programs designed to build leadership skills and assertiveness techniques This is an area where much work is being done, both in and out of educational and employment settings. Two programs particularly mentioned to the Council were these: one offered by the Women's Department of the United Auto Workers, which provides seminars in union related topics (grievances, contracts, etc.) and also in areas of self-improvement such as effective speaking, self-awareness, and leadership development; the other offered by a Detroit group called Women Alive, which helps re-entry women with self-development. Its courses, in leadership training, assertiveness, career awareness, etc., are heavily subscribed by women who value, in particular, the non-threatening environment.

Federal Programs, Policies and Practices

The Advisory Council's outreach activities produced many comments in the area of Federal programs, policies and practices, and these comments reflected a realistic recognition of the power and reach of both government action and of the law. Respondents looked to the law, when enforced, to change practices. They saw it as a much longer and more complex process to change attitudes -- on the part of those in decision-making positions, on the part of the women and girls whom the laws are designed ultimately to benefit, and on the part of the general public.

Overall, the suggestions made argued for these two general emphases:

> Greater coordination of the Federal programs which work to bring about educational equity for women. This is perhaps a necessity at the Federal level, but it was particularly in relation to the state and local levels -- where the programs are ultimately carried out -- that the comments were made.
>
> Increased dissemination of information about Federal programs, policies, and practices -- more information about what the various programs and policies are, more materials for those who are involved in implementation to use, and more reports, "written in simple English," describing what has been accomplished, and what remains to be dealt with.

At a more specific level the comments emphasized: 1) the enforcement of existing legislation; 2) the development of new legislation; and 3) the channeling of Federal funds into specific areas where funds are not now available (which might or might not require new legislation).

Enforcement Activities

Title IX was the primary focus for enforcement discussion. Respondents discussed problem areas in the enforcement of Title IX regulations in two different ways; in effect, they looked to the Federal government to be both a police officer and teacher. Many individuals felt that part of the problem was that the regulations lacked clarity, and that

they were unnecessarily vague in spelling out requirements. In that same vein, they pointed out that there was no central information resource for people to consult to get rulings or opinions on "gray areas." Other participants were concerned about the need for a significant public education effort. They noted that they were continually surprised to discover how little accurate information about Title IX there was in many local areas, and they called for a vigorous effort to acquaint parents with the implications of Title IX, so that the tremendous potential of parent pressure for compliance could begin to be realized.

Respondents were also firm about the needs for strong enforcement activity, as a companion to better information and clearer requirements. They noted with dismay that Title IX coordinators in many states are still overwhelmingly male, and that there is often little fear that HEW will enforce compliance by withholding funds from violators. Athletics came in for a large share of the Title IX enforcement conversation, as respondents noted the vastly uneven expenditures which are still made for boys' and girls' athletics. Many stated firmly that practices will have to change before stereotyped attitudes about the suitability of athletics for girls can be expected to change.

In other comments on the enforcement of existing legislation, participants made these points:

* Because of the very significant potential of the Title IX legislation -- if it is fully enforced -- they would rather see Federal energies go into insuring compliance with Title IX rather than developing new legislation;

* They believe there is a need for far better monitoring by Federal agencies (and HEW in particular) if equal opportunity laws are to be enforced effectively, (especially as they relate to minorities);

* They see a need for the Federal government to change some of its own practices if it is in fact to operate in a way consistent with its own policies.

Development of New Legislation

Given the views expressed about the needs to enforce existing legislation, it is not surprising that participants were restrained in suggesting new legislation. One suggestion came up repeatedly, however: that there should be legislation to mandate that textbooks and other educational materials be free of sexism at all levels, from preschool programs through post-bacclaureate. Some participants also suggested legislative initiatives in two other areas: legislation which would authorize both research and program dollars to define and act on the particular educational needs of older women; legislation which would encourage the formation of community school programs, open to people of all ages, to offer educational programs in a wide variety of subject areas.

Funding

Suggestions for program initiatives requiring Federal funding support were varied. Perhaps the strongest recommendations came in the training and materials development category. Respondents clearly looked to the Federal government to provide funds for developing and testing materials for the training of teachers in nonsexist education. They called for Federal subsidies for those education departments and school systems that wished to replace sex-biased textbooks and other materials with nonsexist materials, and they urged Federal funding to support the development and testing of such nonsexist materials. (A particular need for multimedia materials was noted.) It was also suggested that the Department of Labor should develop educational materials designed to acquaint working class girls and women with the range of careers open to them.

In addition, participants called for funding to support the public education/outreach efforts in relation to Title IX that were suggested above, and also sought major support for vocational education programs.

The final funding recommendation, stressed by large numbers of respondents, related to women with special needs. Funding was strongly urged to support both research and program development to meet the needs of the particular

groups covered in this report -- minorities; older women, many of whom are returning to work or to education; working class women; and rural women. Some specific examples cited were: multipurpose centers for displaced homemakers; an innovative educational delivery system for rural women; special training of college and university teachers involved in educational programs for working class women.

Appendix: List of Respondents to the Council Inquiry

W = Written Response

H = Participation in Public Hearing

COUNTY/CITY PUBLIC SCHOOLS

H Susan Groves
Coordinator, Women's Studies Program
Berkeley Unified Public School District (CA)

W Mary Harris
Title IX Liaison
Baltimore City Public Schools (MD)

H Mr. Keith O. Lamb
Superintendent
Albuquerque Indian School (NM)

H LaVera Loyd
Sante Fe Public Schools (CA)

W Hedy M. Ratner
Assistant Superintendent
Cook County Schools (IL)

W Elisa L. Sanchez
Acting Assistant Superintendent
Program Division
San Diego City Schools (CA)

COMMUNITY COLLEGES

H Dr. Walter Garcia, President
Rio Hondo Community College (CA)

W Joyce Mills, Coordinator--Women's Center
Compton Community College (CA)

H Ms. Beverly Scott
Education Specialist
Wayne County Community College (MI)

COLLEGES AND UNIVERSITIES

W Carole C. Aiker, Director of Women's Affairs
and Equal Opportunity
University of New Haven (CT)

H Dr. Gwen Baker
School of Education
University of Michigan (MI)

H Eunice Burns
University of Michigan (MI)

W Kathleen D. Crouch
Assistant V.P. for Student Services
Georgia State University (GA)

H Dr. Bernadine Denning, Director "New Careerists"
University of Michigan (MI)

W Susan de Pills, Project Director
University of California-Riverside (CA)

W Mildred B. Erickson
Michigan State University (MI)

W Jean Frakes, Coordinator, Women's Center
University of New Mexico (NM)

W Edward H. Hammond
Vice President for Student Affairs
Seton Hall University (NJ)

W Mrs. Martha W. Hooper, Dean of Women
El Camino College (CA)

H Michelle Hoyman, Associate
University of Michigan (MI)

W Virginia Dare Johnson, Dean of Students
Colby-Sawyer College (NH)

H Dr. Jessie Kennedy
Wayne State University (MI)

H Nancy Kreinberg, Math for Girls
University of California--Berkeley (CA)

COLLEGES AND UNIVERSITIES CONT.

W Sister Jacinta Mann, Professor-at-Large
Seton Hill College (PA)

W Peggy A. Moore, Coordinator of Women's Studies
Foothill College (CA)

W Mrs. Donna Parsons, Director
The College of Idaho (ID)

W Dolores A. Turner, Facilitator/Instructor
Dr. Thomas C. Puroff, Associate Director
Florida International University (FL)

H Dr. Leonore Weitzman
University of California--Berkeley (CA)

W Barbara Wertheimer, Director
Anne Nelson, Associate Director
Cornell University, Metropolitan District (NYC)

STATE DEPARTMENTS OF EDUCATION

W Joseph M. Cronin
State Superintendent of Education
Illinois Office of Education

W Mary Halloran, Coordinator
Public Information and Publications
State of Alaska

W Susan E. Hirsch, Affirmative Action Officer
State of Maine

H Jo Jacobs
Title IX Field Coordinator for State Board of Education
Michigan State Department of Education

H Marilyn Jean Kelly, President
Michigan State Department of Education

H Dr. John Porter
Superintendent of Public Instruction and Council of Chief State School Officials
State Department of Education, Michigan

STATE DEPARTMENTS OF EDUCATION CONT.

H Dr. William Webster
Deputy Superintendent for Programs
California State Board of Education

W Fran White, Administrative Secretary
State of Nebraska

W Van Wright, Administrator-Human Relations Section
State Department of Education, Oklahoma

COMMISSIONS ON THE STATUS OF WOMEN

W Roberta Biel, President
North Dakota Commission on the Status of Women

W Elaine C. Diepenbrock, Chairperson
Education Committee
Montgomery County Commission for Women (MD)

H Ms. Pamela Faust, Executive Director
Michigan Commission on the Status of Women

W Jean O'Hara, Executive Director
Mary Horan, Education Chairperson
Nebraska Commission on the Status of Women

W Bonnie Becker Polk, Title IX Coordinator
Commission on Women
County of Fairfax (VA)

W Mary Helen Roberts, Executive Director
Washington State Women's Council

W Ethel Sadowsky
The Commonwealth of Massachusetts
Governor's Commission on the Status of Women

H Tasia Young, Executive Director
New Mexico Commission on the Status of Women

FEDERAL PROGRAMS OR AGENCIES

H Ed Baca, Regional Commissioner
Office of Education (TX)

H William Benham
Indian Education Resource Center (NM)
U.S. Bureau of Indian Affairs

H Dr. Bernadine Denning
University of Michigan
Urban Program in Education--"New Careerists"
(HEW funding)

H Jose Gurule, Coordinator
Darlene Merin, Counselor
Latin-American Social and Economic
Development (LASED) (MI)

H Jane Hendley
County Extension Service
Albuquerque, New Mexico

H Keith Lamb, Superintendent
Albuquerque Indian School (BIA)

H Effie Marmon, Director of the Higher Education
Scholarship Grant Program (BIA)
All Indian Pueblo Council (NM)

H Madeline Mixer, AARD
Women's Bureau, Department of Labor (CA)

H Rachel Nason
Albuquerque, New Mexico

PROFESSIONAL ORGANIZATIONS, ASSOCIATIONS, AND WOMEN'S GROUPS

H Virginia H. Ahern
League of Women Voters (NM)

W Margaret L. Arnold, Assistant to the Executive
Director
National Retired Teachers Association
American Association for Retired Persons (DC)

PROFESSIONAL ORGANIZATIONS, ASSOCIATIONS, AND WOMEN'S GROUPS

W Norma Barrer & Jean Riskin, Co-chairwomen
Women's Issues Task Force, National Affairs Committee
National Council of Jewish Women (NYC)

H Ann Block
"Walkabouts" "MiniCamps" "Wings"
Girl Scouts of America/California

W Mrs. Sadie B. Gaines
Black Women's Coalition of Atlanta, Inc. (GA)

W Gloria Gray, President
Woman Alive! Inc. (IN)

H Ms. Dorothy Haener
Women's Division, United Auto Workers (MI)

W Deloris Hallendorff
Committee Against Sex Stereotyping (MD)

H Olympia Hardaway
Urban Program in Education--Community Policy Board
Detroit (MI)

H Aileen Hernandez, former President
National Organization for Women (CA)

W Margaret K. Hicks, Treasurer, Women's Caucus
National Art Education Association (TX)

W Mary E. King
Association of Women Business Owners (DC)

H Margaret M. Lembo
YWCA, Albuquerque (NM)

H LaVera Loyd
New Mexico Education Association--Santa Fe Women's Caucus

W Jane Mace, Coordinator-Task Force on Education
Wisconsin State NOW

Leigh Marlowe, Coordinator Public Relations
Association for Women in Psychology (NY)

PROFESSIONAL ORGANIZATIONS, ASSOCIATIONS, AND WOMEN'S GROUPS

H Barbara McConnell
Edna Arbetman
"Project Doors"
Girl Scouts of America (CA)

W Pat Meny, Advisory Board and Staff
Women's Resource and Action Center (IA)

W Margaret Myers
American Library Association (IL)

H Ms. Joan Patterson, Education Director
United Auto Workers, Region One (MI)

H Dr. E. Leah Schelke
Chair, Michigan Education Association
Women's Concerns Task Force

H Ms. Mary Lou Schess
Coalition of Labor Union Women (CLUW)-- Michigan

W Barbara Schnuer, Education Chairperson
League of Women Voters of Massachusetts

W Helen B. Wolfe, General Director
American Association of University Women (DC)

OTHER PRIVATE GROUPS

H Pauline L. Fong
ASIAN (Asian Service Institute for Assistance to Neighborhoods) (CA)

H Irene Kane
"Change for Children" (CA)

W Florence Scardina
KNOW, Inc. Feminist Press (PA)

W Carolyn Q. Wilson
The Professional Roster (NJ)

CITY SERVICES

W Dr. Naomi Bluestone, Assistant Commissioner
Chronic and Long-Term Care
The City of New York, Department of Health (NY)

H Erma Henderson
Detroit City Council

H Linda Wong
North Eastern Mental Health Center (CA)